

**Texas Education Agency  
Standard Application System (SAS)**

**2014–2016 Educator Excellence Innovation Program**

<b>Program authority:</b>	General Appropriations Act, Article III, Rider 47, 83 <sup>rd</sup> Texas Legislature	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant period:</b>	April 1, 2014, to August 31, 2016	
<b>Application deadline:</b>	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
<b>Submittal information:</b>	<b>Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</b> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	Received Texas Education Agency 2014 Jan 23 PM 12:51 Document Control Center
<b>Contact information:</b>	Tim Regal: <a href="mailto:Tim.Regal@tea.state.tx.us">Tim.Regal@tea.state.tx.us</a> (512) 463-0961	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name George I. Sanchez Charter	Vendor ID # 741696961	Mailing address line 1 6001 Gulf Freeway	
Mailing address line 2 6001 Gulf Freeway	City Houston	State TX	ZIP Code 77023-
County- District # 101804	Campus number and name 01- George I Sanchez	ESC Region # 4	US Congressional District # 29
			DUNS # 078438074

**Primary Contact**

First name Maria	M.I. M	Last name Rodriguez	Title Superintendent
Telephone # 713-929-2378		Email address <a href="mailto:mrodriguez@aama.org">mrodriguez@aama.org</a>	FAX # 713-926-8035

**Secondary Contact**

First name Giselle	M.I. I	Last name Easton	Title Federal Programs Director
Telephone # 713-929-2374		Email address <a href="mailto:geaston@aama.org">geaston@aama.org</a>	FAX # 713-926-8129

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name Maria	M.I. M	Last name Rodriguez	Title Superintendent
Telephone # 713-929-2374		Email address <a href="mailto:mrodriguez@aama.org">mrodriguez@aama.org</a>	FAX # 713-926-8035
Signature (blue ink preferred)			Date signed

*Maria M Rodriguez*  
Only the legally responsible party may sign this application.

*Jan. 22, 2014*

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 101804

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101804

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately; in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101804

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 101804

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Sanchez Charter School District proposes an innovative program that will integrate strategies to improve teacher quality, increase student achievement, improve students' college and career readiness, recruit and retain high quality teachers, and implement district systems and processes to support campus instructional needs. The program, as outlined in this application for an Educator Excellence Innovation Program (EEIP) grant, will support the growth and development of educators who share the district's passion for transforming the lives of the highly at-risk Latino population we serve. Highly effective teachers who choose to retain their close connection with students in the classroom will be able to continue teaching while growing into leadership opportunities at the school and district level. We believe that this program for improving educator excellence will dramatically accelerate the pace of student achievement at Sanchez.

The Sanchez Charter School District currently is a single-school district that primarily serves highly at-risk Latino students in Pre-Kindergarten and Grades 6-12 in Houston's East End. Founded in 1973 by AAMA (the Association for the Advancement of Mexican Americans), the school became one of the state's first charter schools in 1996. Due to the growing Latino population – including at-risk students – in many areas of Houston and Texas, the district is planning expansion schools in new neighborhoods beginning in the Fall of 2015.

Sanchez seeks to educate traditionally underserved Latino youth, many of whom have not been successful within the traditional public school. The current student population is 98% Latino, 93% economically disadvantaged, 87% at risk, and 40% English Language Learners. To help students overcome academic and behavioral challenges due to limited English proficiency, substance use disorders, pregnancy or other factors, we offer small classes, a personalized learning environment and intensive academic supports to help students succeed. Our model includes a higher ratio of academic counselors per student, a full-time Licensed Chemical Dependency Counselor (LCDC) to serve students with substance use disorders, an intensive credit-recovery program, and a focus on English-language learning.

Wraparound services such as an onsite residential treatment center for teen boys, outpatient substance use disorder counseling, on-campus child care for teen parents, and educational and counseling services for family members help students overcome other barriers to learning. Extra-curricular activities such as sports, cheerleading, chess, outdoor camping, student leadership and music improve student engagement and retention. Students reap greater academic success as their personal barriers are eliminated through our comprehensive support services.

Sanchez began a school transformation process in 2008 and made great strides under the three-year, \$5.2 million Texas Title I Priority Schools (TTIPS) grant for school improvement. For example: a Shared Decision Making Committee (SDMC) has been established and takes an active role in school management; all core teachers now are certified; the attendance rate has improved from 87.9% to 91.1 %, the drop-out rate decreased from 13.9% to 3.3%, and the four-year graduation rate has increased from 39.8% to 73%. However, the percentage of college-ready graduates has been static and our students' average SAT scores lag the state average by more than 150 points.

An EEIP grant would provide critical funding to continue the transformation, improving teacher quality and effectiveness and therefore student learning and academic performance. Because the district and the nonprofit charter-holder AAMA have chosen to serve the challenging highly at-risk Latino population, a large percentage of discretionary school funds that in other situations might be used to improve the quality of teacher instruction are used to provide critical wraparound academic and social services.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 101804

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

By funding supplemental staff at the district level, EEIP funds will improve student outcomes for the existing school and will ensure that the Sanchez model of educator excellence is implemented at all new schools the district opens. Under the EEIP, the district will:

**Improve teacher quality** – As 68% of Sanchez teachers have only 1-5 years of experience, we must provide strong instructional support so teachers can improve their effectiveness. Teacher Facilitators will support teachers as they participate in an induction program, effectively align and sequence the curriculum, learn to understand and use data to inform instruction, discover and practice student centered instruction relevant for the population we serve, and participate regularly in Professional Learning Communities. Lab Teachers, who are highly effective master-level instructors, will model and implement best instructional practices.

**Increase Academic Achievement**, particularly among English Language Learners – ELL student performance is low at Sanchez in comparison to state required proficiency levels, as it is in many Texas districts. However, because 40% of Sanchez students are English Language Learners and that percentage is growing, teachers must develop specialized skills in serving these students. Teacher Facilitators will train teachers in rigor and higher level thinking skills, bilingual and English as a Second Language levels for pre-K grades and English Language Proficiency Standards (ELPS) in the secondary grades. Lab Teachers will demonstrate reading across the content areas.

**Improve College and Career Readiness** – Only 26% of district graduates were college ready in both Math and English language Arts as compared with 57% of state graduates reported in the most recent Texas Academic Performance Report. Under the EEIP grant program, Teacher Facilitators will support teachers to increase the number of students taking PSAT, SAT and ACT college entrance exams, increase college entrance scores, prepare secondary students for realistic college and career pathways, and ensure students follow a sequenced Career and Technology plan.

**Recruit and Retain High Quality Teachers** – By formalizing the incentive pay system and the teacher support system, the district will be able to recruit and retain high quality teachers with the ability to improve the academic performance of students. A Project Coordinator will assist with creating a portrait of an excellent teacher to inform recruiting and hiring, assist with creating and implementing an incentive pay structure for improved student achievement, and assist with identifying teacher leadership opportunities.

**Implement District Systems and Processes to Support Campus Instructional Needs** – Under the EEIP grant, the district will hire highly qualified district staff to support the campus instructional needs. The Project Coordinator will assure that all identified needs are supported and achieved, assure high levels of professional development take place, communicate and document the systems and processes for future school replication, and assist with hiring Teacher Facilitators and Lab Teachers.

Effectiveness of the EEIP will be determined by the following measures:

- 100% of teachers will change or improve instructional practices.
- All student groups will increase scores by 10%.
- 100% of high school students will have a College/Career graduation plan.
- Increase teacher retention by 10% and recruit effective teachers.
- Ensure that 100% of the instructional support system is in place and functioning.

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# Texas Education Agency Standard Application System (SAS)

## Schedule #6—Program Budget Summary

County-district number or vendor ID: 101804      Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 47, 83<sup>rd</sup> Texas Legislature

Project period: April 1, 2014, through August 31, 2016      Fund code: 429

### Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 6/30/15)			Year 2 (7/1/15 – 6/30/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$882,700	\$76,700	\$959,400	\$887,328	\$72,929	\$960,257
Schedule #8	Professional and Contracted Services (6200)	6200	\$1,000	\$0	\$1,000	\$2,000	\$0	\$2,000
Schedule #9	Supplies and Materials (6300)	6300	\$8,680	\$0	\$8,680	\$6,823	\$0	\$5,000
Schedule #10	Other Operating Costs (6400)	6400	\$10,000	\$0	\$10,000	\$10,000	\$10	\$10,000
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0	\$0	\$0	\$0
Total direct costs:			\$902,380	\$76,700	\$979,080	\$906,151	\$72,929	\$979,080
Percentage (2.092%) indirect costs (see note):			N/A	\$	\$20,920	N/A	\$	\$20,920
Grand total of budgeted costs (add all entries in each column):			\$902,380	\$76,700	\$1,000,000	\$906,151	\$72,929	\$1,000,000

### Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	\$1,000,000	\$1,000,000
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result.		
This is the maximum amount allowable for administrative costs, including indirect costs:	\$100,000	\$100,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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# Texas Education Agency Standard Application System (SAS)

## Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 101804			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
<b>Academic/Instructional</b>					
1	Teacher	5	0	\$260,500	\$268,315
2	Educational aide	6	0	\$108,000	\$111,240
3	Tutor	0	0	\$0	\$0
<b>Program Management and Administration</b>					
4	Project director	0	0	\$0	\$0
5	Project coordinator	1	0	\$65,000	\$61,800
6	Teacher facilitator	6	0	\$370,500	\$352,260
7	Teacher supervisor	0	0	\$0	\$0
8	Secretary/administrative assistant	0	0	\$0	\$0
9	Data entry clerk	0	0	\$0	\$0
10	Grant accountant/bookkeeper	0	0	\$0	\$0
11	Evaluator/evaluation specialist	0	0	\$0	\$0
<b>Auxiliary</b>					
12	Counselor	0	0	\$0	\$0
13	Social worker	0	0	\$0	\$0
14	Community liaison/parent coordinator	0	0	\$0	\$0
<b>Other Employee Positions</b>					
15	Title	0	0	\$0	\$0
16	Title	0	0	\$0	\$0
17	Title	0	0	\$0	\$0
18	Subtotal employee costs:			\$804,000	\$793,615
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
19	6112 Substitute pay			\$0	\$0
20	6119 Professional staff extra-duty pay			\$9,051	\$20,162
21	6121 Support staff extra-duty pay			\$0	\$0
22	6140 Employee benefits			\$146,349	\$146,480
23	61XX Tuition remission (IHEs only)			\$0	\$0
24	Subtotal substitute, extra-duty, benefits costs			\$155,400	\$166,642
25	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$959,400</b>	<b>\$960,257</b>

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 101804

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description			Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land		\$0	\$0
	Specify purpose:			
6299	Contracted publication and printing costs (specific approval required only for nonprofits)		\$0	\$0
	Specify purpose:			
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:			\$0	\$0
<b>Professional Services, Contracted Services, or Subgrants Less Than \$10,000</b>				
#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		<input type="checkbox"/>	\$0	\$0
2		<input type="checkbox"/>	\$0	\$0
3		<input type="checkbox"/>	\$0	\$0
4		<input type="checkbox"/>	\$0	\$0
5		<input type="checkbox"/>	\$0	\$0
6		<input type="checkbox"/>	\$0	\$0
7		<input type="checkbox"/>	\$0	\$0
8		<input type="checkbox"/>	\$0	\$0
9		<input type="checkbox"/>	\$0	\$0
10		<input type="checkbox"/>	\$0	\$0
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$0	\$0
<b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000</b>				
Specify topic/purpose/service:			<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:				
<b>Contractor's Cost Breakdown of Service to Be Provided</b>			<b>Year 1</b>	<b>Year 2</b>
1	Contractor's payroll costs	# of positions: 0	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
Total budget:			\$0	\$0

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**Schedule #8—Professional and Contracted Services (6200) (cont.)**

County-District Number or Vendor ID: 101804

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

2	Specify topic/purpose/service: N/A		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: N/A			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions: 0	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
		Total budget:	\$0	\$0
3	Specify topic/purpose/service: N/A		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: N/A			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions: 0	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
		Total budget:	\$0	\$0
4	Specify topic/purpose/service: N/A		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: N/A			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions: 0	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
		Total budget:	\$0	\$0
5	Specify topic/purpose/service: N/A		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: N/A			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions: 0	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
		Total budget:	\$0	\$0

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**Schedule #8—Professional and Contracted Services (6200) (cont.)**

County-District Number or Vendor ID: 101804		Amendment number (for amendments only):	
<b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)</b>			
Specify topic/purpose/service: N/A		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: N/A			
<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
6 Contractor's payroll costs	# of positions: 0	\$0	\$0
Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
Contractor's supplies and materials		\$0	\$0
Contractor's other operating costs		\$0	\$0
Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
Total budget:		\$0	\$0
Specify topic/purpose/service: N/A		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: N/A			
<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
7 Contractor's payroll costs	# of positions: 0	\$0	\$0
Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
Contractor's supplies and materials		\$0	\$0
Contractor's other operating costs		\$0	\$0
Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
Total budget:		\$0	\$0
Specify topic/purpose/service: N/A		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: N/A			
<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
8 Contractor's payroll costs	# of positions: 0	\$0	\$0
Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
Contractor's supplies and materials		\$0	\$0
Contractor's other operating costs		\$0	\$0
Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
Total budget:		\$0	\$0
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$0	\$0
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	\$0
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$0	\$0
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$0	\$0
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$1,000	\$2,000
<b>(Sum of lines a, b, c, and d) Grand total</b>		<b>\$1,000</b>	<b>\$2,000</b>

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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By TEA staff person:

**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 101804					Amendment number (for amendments only):		
<b>Expense Item Description</b>							
<b>Technology Hardware—Not Capitalized</b>							
6399	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1	Laptop	For Teacher Facilitator's use	6	\$700	\$5,250	\$0
	2	Mitel 5312 IP Phone + Licensing	For Teacher Facilitator's use	6	\$350		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$0	\$0
6399	Supplies and materials associated with advisory council or committee					\$0	\$0
Subtotal supplies and materials requiring specific approval:						\$5,250	\$0
Remaining 6300—Supplies and materials that do not require specific approval:						\$3,430	\$6,823
<b>Grand total:</b>						<b>\$8,680</b>	<b>\$6,823</b>

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 101804		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)		
	Specify purpose: Attend: Professional Development School National Conference and Association for Supervision and Curriculum Development conference	\$10,000	\$10,000
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		
	Specify purpose:	\$0	\$0
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		
	Specify purpose:	\$0	\$0
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		
	Specify purpose:	\$0	\$0
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		
	Specify purpose:	\$0	\$0
6429	Actual losses that could have been covered by permissible insurance	\$0	\$0
6490	Indemnification compensation for loss or damage	\$0	\$0
6490	Advisory council/committee travel or other expenses	\$0	\$0
6499	Membership dues in civic or community organizations (not allowable for university applicants)		
	Specify name and purpose of organization:	\$0	\$0
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		
	Specify purpose:	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$10,000	\$10,000
Remaining 6400—Other operating costs that do not require specific approval:		\$0	\$0
<b>Grand total:</b>		<b>\$10,000</b>	<b>\$10,000</b>

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #11—Capital Outlay (6600/15XX)**

County-District Number or Vendor ID: 101804

Amendment number (for amendments only):

**15XX is only for use by charter schools sponsored by a nonprofit organization.**

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
<b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$0	\$0
<b>66XX/15XX—Technology hardware, capitalized</b>					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX/15XX—Technology software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX/15XX—Equipment, furniture, or vehicles</b>					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b>					
29				\$	\$
<b>Grand total:</b>				<b>\$0</b>	<b>\$0</b>

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 101804

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

**Total enrollment:****655**

Category	Number	Percentage	Category	Percentage
African American	8	1.2%	Attendance rate	91.1%
Hispanic	644	98.3%	Annual dropout rate (Gr 9-12)	3.3%
White	3	0.5%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	DNA
Asian	0	0%	TAKS commended 2011 performance, all tests (sum of all grades tested)	1%
Economically disadvantaged	610	93%	Students taking the ACT and/or SAT	27.3%
Limited English proficient (LEP)	259	40%	Average SAT score (number value, not a percentage)	1204
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)	DNA

**Comments**

The campus is rated under the Alternative Education Accountability AEA system.  
TAKS met 2011 standard, all tests (sum of all grades tested; **AEA indicator was 76%**).

At Risk Students: 568 (88%)

Immigrant Students: 36 (5%)

Residential Facility: Average of 49 students per year

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	14.3	29.1%	No degree	2	4.1%
Hispanic	23.5	47.8%	Bachelor's degree	35.8	72.9%
White	10.3	21%	Master's degree	7.3	14.9%
Asian	1	2%	Doctorate	4	8.1%
1-5 years exp.	33.2	67.5%	Avg. salary, 1-5 years exp.	\$42,311	N/A
6-10 years exp.	5	10.2%	Avg. salary, 6-10 years exp.	\$39,135	N/A
11-20 years exp.	10	20.3%	Avg. salary, 11-20 years exp.	\$43643	N/A
Over 20 years exp.	1	2%	Avg. salary, over 20 years exp.	\$44000	N/A

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 101804

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Open-enrollment charter school	93	0	0	0	0	0	0	48	34	48	127	97	105	103	655
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL:</b>	93	0	0	0	0	0	0	48	34	48	127	97	105	103	655

**Part 4: Teachers to Be Served with Grant Funds.** Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Open-enrollment charter school	3	0	0	0	0	0	0	2	2	3	7	7	6	6	36
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL:</b>	3	0	0	0	0	0	0	2	2	3	7	7	6	6	36

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<b>Schedule #13—Needs Assessment</b>	
<b>County-district number or vendor ID:</b> 101804	<b>Amendment # (for amendments only):</b>

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sanchez's needs assessment process begins in the spring semester after accumulating all school stakeholder data from students, teachers, parents and community. The comprehensive needs assessment is taken from the areas of school culture and climate, curriculum instruction and assessment, school context and organization, teacher quality, family and community involvement and technology.

The data is gathered and the Shared Decision Making Committee (SDMC) divides the various areas among the group to analyze and share with the committee. The SDMC utilizes the data to arrive at a comprehensive campus picture that will demonstrate areas of strengths and weaknesses. The areas requiring growth are targeted as needs. The committee measures the current year goals to the data gathered and consider whether goals were met or not. When goals are not met, a discussion ensues on how to address the goal differently the subsequent year. The SDMC provides input by participating in the process and making recommendations to the campus principal of the comprehensive needs.

The principal strongly considers the SDMC's input and utilizes the input to create the School Improvement Plan (SIP). Priorities are established, goals and objectives are created in the areas requiring growth. The committee suggests best practices, strategies and activities that best address the objectives. Budgets and resources are considered before final commitments are included in the plan.

The SDMC presents the final SIP at a faculty meeting and at the initial parent meeting at the beginning of the subsequent school year. As a practice, the SDMC meets monthly to review and adjust any areas of concern formally written in the plan. Goals are measured throughout the year as student assessments are administered. Budgets for committed activities are also reviewed monthly and adjusted accordingly.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 101804

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<b>Teacher Quality</b> – The faculty is relatively a novice one with 68% between 1-5 years of experience and requires strong instructional support.	Teacher Facilitators will support teachers to: -fully participate in an induction program -fully align and sequence the curriculum -fully understand and utilize data -provide student centered and relevant instruction -dialogue through Professional Learning Communities PLCs weekly Lab Teachers will: -model and implement best instructional practices
2.	<b>Academic Achievement</b> - English Language Learner (ELL) students' performance is low when compared state required proficiency levels.	Teacher facilitators will train teachers in: -Rigor and higher level thinking skills -Bilingual and English as a Second Language (ESL) levels for prekindergarten grades -English Language Proficiency Standards (ELPS) in the secondary grades Lab Teachers will demonstrate reading across the content areas weekly.
3.	<b>College and Career Readiness</b> – Student performance in college and career readiness is low as compared to the state and region.	Teacher facilitators will support teachers to: -increase the number of students taking the PSAT, SAT and ACT college entrance exams -increase college entrance scores -prepare all secondary students for college and career pathways with a plan in grades 6-12. -ensure students follow a sequenced Career and Technology plan.
4.	<b>Recruit and Retain Teachers</b> – Teachers do not have a formalized support system that will allow for strategic growth opportunities. A formalized incentive pay system is not in place.	Project Coordinator will: -assist with creating a portrait of an excellent teacher for future hires -assist with creating and implementing an incentive pay structure for improved student achievement -assist with identifying teacher leadership opportunities
5.	<b>Effective Systems and Processes</b> – Lack of district staff to support the campus ongoing instructional needs.	Project Coordinator will: -assist and assure all identified needs are supported and achieved -assure high levels of professional development take place -communicate and document the systems and processes for future school replication -assist in hiring Teacher Facilitators & Lab Teachers

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**Schedule #14—Management Plan**

County-district number or vendor ID: 101804

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Coordinator	Master's degree in Education Teacher Certification 5+ years of experience
2.	Teacher Facilitator	Master's degree in Education preferred Teacher Certification 5+ years of experience
3.	Teacher	Bachelor's degree Teacher Certification 3+ years of experience
4.	Teacher Aide	2 years of college coursework Teacher Aide Certificate
5.		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	100% of teacher will change/improve instructional practices	1. Hire Teacher Facilitators and Lab Teachers	04/01/2014	05/30/2014
		2. Create a comprehensive induction program	06/01/2014	07/31/2014
		3. Inform teachers of the induction program benefits	08/01/2014	08/30/2015
		4. Implement all <i>Teachscape Focus</i> module	08/01/2014	05/30/2016
		5. Implement all <i>Teachscape Learn</i> module	08/01/2014	05/30/2016
2.	All students groups will increase scores by 10%	1. Incorporate reading across all content areas	08/01/2014	08/30/2015
		2. Weekly ELA writing conferences for students	08/01/2014	08/30/2015
		3. Create a weekly teaching lab schedule	08/01/2014	08/30/2015
		4. Differentiate instruction through learning centers	08/01/2014	12/31/2014
		5. Assess teacher awareness of ELPS and ESL mods	08/01/2014	12/31/2014
3.	100% of HS students will have College/Career graduation plan	1. Inform students of college entrance requirements	08/01/2014	06/30/2016
		2. Students explore a variety of college/career plans	08/01/2014	06/30/2016
		3. Provide college entrance exam prep classes	08/01/2014	06/30/2016
		4. Identify potential students for Dual Credit Course	08/01/2014	06/30/2016
		5. Provide college/industry tours for student interest	08/01/2014	06/30/2016
4.	Increase teacher retention by 10% and recruit effective teachers	1. Launch a recruitment communication campaign	04/01/2014	08/30/2015
		2. Implement <i>Teachscape Advance</i> module	01/01/2015	12/31/2015
		3. Research academic achievement pay plans	01/01/2015	05/31/2015
		4. Establish a leadership recognition initiative	06/01/2015	07/31/2015
		5. Offer career pathways	08/01/2015	06/30/2016
5.	Ensure that 100% of instructional support system are in place	1. Hire all district staff	04/01/2014	05/30/2014
		2. Share organization vision and mission with staff	04/01/2014	05/30/2014
		3. Create a plan to document systems and data	06/01/2014	07/31/2014
		4. Create a program communication plan	06/01/2014	07/31/2014
		5. Create a logistics plan for program implementation	06/01/2014	07/31/2014

**Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 101804

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sanchez uses a continuous improvement model to ensure that the school makes ongoing progress toward meeting program goals and performance outcomes. The process begins with the Shared Decision Making Committee that meets at least monthly to review, examine, and assess program data to determine progress toward achieving the desired outcomes. The committee is composed of key staff, faculty and administrators.

Annually, the committee creates a meeting protocol and assigns roles and responsibilities for collecting, disaggregating, and disseminating data to ensure that activities are effectively managed and implemented with fidelity. Data from monthly and quarterly reports is used to guide future decision-making regarding adjustments, if needed. Communication to all stakeholders is disseminated via faculty meetings, parent meetings, school board committee meetings and school board meetings, if warranted.

New initiatives, such as the EEIP, follow the same process and include staff, faculty and administrators assigned to the specific program.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sanchez currently is using some components of Teachscape *Focus* and Teachscape *Reflect*. Under the EEIP, our intent is to fully implement those elements and to incorporate Teachscape *Learn* and Teachscape *Advance* through the new staff hired with grant funds who will address teacher needs throughout the school year.

A mentoring program has been created; however, it has not been implemented fully due to limited resources. Sanchez does not have enough adequately trained staff to cover classrooms on a regular basis. Further, the existing staff does not include an adequate number of trained Teacher Facilitators, Lab Teachers and mentors who can provide the high quality, high impact professional development, coaching and mentoring to serve the needs of our entire staff.

Currently, the district has designated funds for English Language Learners and some professional development through federal funding for the school year. The EEIP grant will fund additional supplemental staff in critical identified areas to maximize student academic achievement by increasing teacher effectiveness.

Communication will be essential for all participants to remain committed to the project's success. The district team will agree upon a meeting schedule to dialogue and check progress of all grant milestones, goals and objectives.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 101804

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Summative Evaluation – <b>Teacher Quality</b>	1.	Observe a variety of newly acquired instructional practices during lessons
		2.	Demonstrate knowledge and implement data driven instruction
		3.	Full completion of the teacher induction program
2.	Academic Performance Assessments – <b>Academic Achievement</b>	1.	State Assessments STAAR EOC 6-12, TELPAS
		2.	Student portfolio review
		3.	Full year attendance of teacher lab sessions
3.	College/Career cumulative data review – <b>College and Career Readiness</b>	1.	Completed Career and Technical Education (CTE) sequence
		2.	Dual credit awarded
		3.	Increase the number of students taking college entrance exams
4.	End of year staffing report – <b>Recruit and Retain Teachers</b>	1.	Increase teacher tenure rate
		2.	Low teacher mobility rate
		3.	Job satisfaction survey
5.	Comprehensive district project evaluation – <b>Effective Systems and Processes</b>	1.	Staff surveys
		2.	Professional development evaluation
		3.	Documented systems and processes

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Gathering and organizing data for the evaluation is continuous throughout the school year. In some areas, existing data is accessed. For example, quantitative data such as student achievement results, enrollment counts for CTE and Dual Credit, and graduation rates from school and district records and reports, and demographic statistics from community-based and other organizations. In other areas, however, the planning team needs qualitative data, such as employee, parent and student surveys that reveal attitudes and perceptions. To gather this information, the team will use a combination of existing instruments and new instruments the team designs to conduct written surveys, face-to-face interviews, telephone interviews, focus groups, and classroom observations.

The teacher effectiveness program will consist of 36 classroom teachers who serve students in pre-kindergarten and Grades 6 through 12. Teacher data will be collected during the year and at summative conferences as a formal evaluation. Approximately 650 students will be served and data will be collected in all the academic areas, attendance and surveys.

We will concentrate on the gap between the project goals and objectives and current state during the school year. The evidence will enable the team to draw important conclusions on the current school program and will help identify the needs that emerge in all of the program areas. We will follow the district's continuous improvement plan to address areas for improvement and strategically targeted for program achievement.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101804

Amendment # (for amendments only):

**Statutory Requirement 1: Required** - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The Sanchez induction program is adapted from the monograph, Components of Good Teacher Induction Programs, ERIC Digest 4, ERIC Clearinghouse on Teacher Education (Ref # ED269407). The program consists of four components: teacher orientation, teacher mentoring, teacher coaching and teacher career pathways. Of the four components outlined, only the mentoring component has been introduced on a very limited basis for teachers new to the district.

1. Teacher Orientation will consist of the following:

- a. The induction program will be explained to all teachers including the process and special requirements for selecting teachers at the district. The benefits of participating in an induction program also will be presented.
- b. Teachers will become familiar with the school demographics, the students' needs, the current campus goals, intervention activities and wraparound services.
- c. All new teachers will participate in the "Café con AAMA" orientation where they will be exposed to the history, vision, and mission of the school and other programs offered by AAMA, the nonprofit organization that holds the school's charter.
- d. Teachers will take a tour of the facilities in order to become familiar with all of the programs that are available to address student needs.

2. Teacher mentoring program will be targeted toward teachers new to the district and teachers with 0-3 years of teaching experience. Objectives of the program are to retain high quality teachers, improve beginning teachers' skills, prevent teacher isolation, and building self-reflection. The program consists of the following:

- a. Teacher Mentor selection Criteria: at least 3 years of teaching experience, the completion of mentor training, the ability to discuss assessment information and share instructional ideas and materials with beginning teachers, possession of effective interpersonal and collaborative skills, and commitment to their own professional growth and learning. Mentor teachers will receive a stipend.
- b. Mentoring Process: A teacher aide will be provided to allow mentors and mentees to participate in the mentoring program.
  - i. Mentees will observe a master teacher a minimum of three times a year.
  - ii. Mentors will observe mentees at least three times a year.
  - iii. Mentors and Mentees will use their conference time for the observations, a teacher aide will be provided when necessary. Participants will maximize the use of the aide by completing the pre-conference, mentor observation, new teacher observations, and the post-conference on the same day.
- c. Evaluation Process: self-assessment survey and setting professional goals, new teacher portfolio with all protocols sign of classroom observations and coaching conversations, and end of the year review of goals.

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3. Teacher coaching: targeted toward teachers with 3 or more years of experience who are in need of assistance as determined by the Teachscape formative evaluations.
- a. Teacher Coach Selection criteria: Teacher Facilitators with at least 5 years of experience.
  - b. The teacher and coach will create an individualized professional development plan in the specific areas of needs with S.M.A.R.T. goals
  - c. Teacher facilitator will conduct a minimum of five observations during the school year.
  - d. Following each observation, coaching sessions will be held between teacher and coach to discuss observations with reflections.
4. Teacher Career Pathways: targeted toward teachers with 3 or more years of experience who demonstrate effective teaching practices. Based on their individual goals, teachers will be given the opportunity for growth by participating in the following leadership areas for part of the school day:
- a. Teacher Mentor
  - b. Grade level chair
  - c. Department chair
  - d. Teacher facilitator
  - e. Assistant Principal

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101804

Amendment # (for amendments only):

**Statutory Requirement 2: Required** - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The district utilizes Teachscape *Focus* as the training module for the assessors and Teachscape *Reflect* as the observation tool for teachers. Both are part of the evaluation management system that is currently in use. Under EEIP, we hope to implement the Teachscape *Learn*, which is the professional development learning system, and Teachscape *Advance*, which functions as a Talent Management System to monitor and achieve district goals such as developing career paths to leadership.

Teachscape *Focus* is currently used by the principal, assistant principal and teacher leaders who have passed a rigorous proficiency assessment prior to conducting formal teacher observations. Teachscape *Focus* provides in-depth video-rich training for teachers and observers.

**Steps and Goals:**

During the school year multiple formal and informal observations are conducted. Campus administrators conduct formal observations three times a year. The rubric used is Danielson's Framework for Teaching Evaluation Instrument. Peers, grade level chairs, department chairs, teacher mentors, and teacher leaders conduct informal observations and can provide immediate and informal assistance to teachers.

At the pre-conference, the teacher has the opportunity to explain all aspects of the lesson including targeted special populations and goals and objectives. Teachers explain the lesson alignment to the scope and sequence. The assessor inquires about the anticipated student outcomes and how students would demonstrate mastery during the observation. All clarifying questions are addressed by both the assessor and teacher and mutually arrive at an agreed upon observation time for the initial observation.

The assessor captures all classroom observation data through the Teachscape Reflect system. The information captured includes observable unbiased facts/evidence. That system collects all classroom evidence as data which is then compiled and scored according to the Danielson's Rubric and immediately sent directly to the classroom teacher. The immediate feedback is important for both the assessor and teacher. The assessor utilized the data to align the evidence with the rubric components and determines the level of teacher performance.

The assessor schedules a post conference meeting with the teacher within three days to discuss the teacher performance. Teachers may provide additional evidence or ask clarifying questions on any aspect of the observation. The assessor answers all questions and provides guidance and resources for identified areas of growth, if any. The observation is made final only after the post conference is conducted and posted in the Teachscape system.

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By TEA staff person:



**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101804

Amendment # (for amendments only):

**Statutory Requirement 3: Required** - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Under EEIP, we will formalize a holistic, more objective summative evaluation system than is currently used. Danielson's Framework for Teaching Evaluation Instrument rubric is currently used by school administrators and will continue to be used in the new system. Danielson's Framework is designed to help ensure that evaluations are effective, efficient and lead to sustained improvement in teaching practice. The four domains in the rubric are planning and preparation, classroom environment, instruction, and professional responsibilities. Each domain is divided into components, which are then scored on a scale of 1 through 4, with 1 being unsatisfactory and 4 being distinguished.

Formal evaluations will be conducted by principals, assistant principals, and teacher leaders. Every teacher will be observed a minimum of three times during the school year, beginning with a pre-conference and finalized with a post-conference between the teacher and the evaluator. Two of the teacher observations will be 15 minutes in length and one will be 45 minutes long. In addition to these formal observations, 5-10 minute walkthroughs will also be conducted. The evaluations will include multiple measures of teacher performance, such as classroom observations, teaching artifacts, and student learning measures. If needed, tailored intervention plans will be created that are specific to teacher needs.

The end-of-year teacher summative evaluation will integrate multiple measures and supplemental documentation, including formal and informal observations, teacher self-assessments, student survey data, parent survey data, peer survey data, student work, student learning measures, lesson plans and other teaching artifacts. This more wholistic evaluation approach will consider a comprehensive portrait of a Sanchez teacher. Component measures will be weighted and scored to calculate a summative final score such as a level 1, 2, 3 or 4.

The administrator and teacher will meet for a final summative evaluation post-conference where the teacher goals set at the initial pre-conference will be evaluated for successful completion and summative scores will be reviewed. If applicable, the individualized tailored intervention plan will also be evaluated for successful completion.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101804

Amendment # (for amendments only):

**Statutory Requirement 4: Required** - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The district will provide a variety of accommodations for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Currently, the schedule only allows for occasional collaboration time within the school week and participation in after-school collaboration activities such as Professional Learning Communities and department meetings is voluntary and sporadic. As a result, communication among teachers is inadequate and students' academic performance is directly impacted.

The EEIP will provide funding to incorporate the following collaboration opportunities – with required participation – on a consistent basis:

The school **master schedule** will strategically incorporate daily common teacher planning time, PLC meetings, classroom observations and targeted teacher learning. School conference rooms and classrooms will be available for the various meetings. The school counselors will work collaboratively with administrators in the spring of 2014 to prepare and ensure that the important common teacher planning time is included in the schedule.

**Supplemental teacher aides** will cover teachers' classes and allow for additional release time during the school day when Teacher Facilitators will assist classroom teachers with ongoing individualized professional development. This release time will also be available for teachers to participate in off-campus professional development and strategic learning opportunities.

Teachers will participate in **Professional Learning Community (PLC)** meetings on a weekly basis to discuss specific academic matters. Group members will provide support and recommendations to one another.

Teachers will meet in weekly **department meetings** to discuss their disaggregated student data, curriculum alignment and student centered instruction.

Novice teachers will have opportunities to **observe master teachers** modeling instructional practices in their classrooms.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101804

Amendment # (for amendments only):

**Statutory Requirement 5: Required** - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

An EEIP Project Team, consisting of district and campus leadership, will create a comprehensive District Professional Development Plan aligned to the School Improvement Plan that facilitates learning activities and opportunities for teacher growth during the school week. Initially, school administrators will use 2014 formal teacher classroom evaluation results from the Teachescape instrument to begin planning the professional development activities and opportunities within the school week. The planning process will also incorporate formal and informal student cumulative assessment data from the prior school year.

A primary element of the plan will be an emphasis on building common planning time into the master schedule. An equally important element will be to provide teacher coverage and release time so that teachers can participate in different learning opportunities during the school week. These elements will allow all teachers to participate in professional development activities aligned to the campus goals.

An individualized teacher development plan will also be available to all teachers based on the different teacher needs. In order to create successful individual teacher professional development plans, campus administrators, in conjunction with teacher facilitators, will collect teacher data from multiple sources at the beginning of the school year. The data collected will consist of the following:

- Teacher experience
- Teacher pedagogy mastery level
- Prior year summative evaluation
- Student commutative data
- Current year informal classroom observation

After individual teacher data is collected, the information will be analyzed by the Teacher Facilitators and campus administrators to determine the level of support for each teacher. Individualized teacher plans will include at least one of the following: mentor program, coaching program, or a career pathway development program.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101804

Amendment # (for amendments only):

**Statutory Requirement 6: Required** - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The Sanchez Charter School District compensation philosophy is one of total rewards that incorporates base pay, performance pay, employee development opportunities, non-cash benefits, recognition and other incentives. Our goal is to integrate these elements into a total compensation program with no single element standing alone.

Our compensation objectives are:

- To attract and retain employees and improve performance.
- To develop individuals to align with organizational needs.
- To reinforce outstanding performance through rewards and recognition.

We strive to meet these objectives by:

- Offering teachers new to our organization competitive pay based on job duties, market, experience and credentials/education as budget allows.
- Rewarding and differentiating outstanding performance by providing performance (merit) based pay annually.
- Reviewing market conditions and offering differentiated compensation for critical shortages that are market competitive.
- Considering current market conditions to determine if base salary mid-points need to be adjusted in order to remain competitive.
- Providing opportunities for professional growth, presenting at conferences and other internal and external leadership opportunities.

The EEIP Project Coordinator will assist with creating and implementing an incentive pay structure for improved student achievement.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101804

Amendment # (for amendments only):

**Statutory Requirement 7: Preferred** - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Our current overall talent strategy begins with a solid recruitment and hiring process. We strive to attract and hire the best candidates in the following ways:

- Establishing minimum job qualifications on our job descriptions
- Benchmarking candidates against our job qualifications to determine highly qualified status and experience. If candidates do not meet the job qualifications, they do not move further in the process
- Engaging current employees in peer/team interviews of candidates using behavior-based interview questions
- Having candidates provide sample lesson plans and demonstrate classroom teaching to further evaluate skills
- Verifying information applicants present on their employment applications including education and employment reference checking

The EEIP Project Coordinator will assist with creating a portrait of an excellent teacher to help inform future hires.

By incorporating a formal induction program, mentoring program and strong career pathways into our strategy through the EEIP, we believe we can attract and retain higher quality and more experienced candidates and thereby improve our students' academic performance.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101804

Amendment # (for amendments only):

**Statutory Requirement 8: Preferred** - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The opportunities for multiple career pathways available to teachers are currently being reviewed. Because many of our teachers are novice in experience, few teachers have been able to advance and take on leadership roles. Our need is to develop experienced teachers who then will be able to assume greater leadership responsibilities at the campus and district level.

Currently, the leadership roles available to teachers are department chair and grade level chair positions. The chairs serve as liaisons to the administrator and deliver either department or grade level meeting minutes. Usually, the most tenured teacher is the chairperson and can manage the teacher meetings.

The campus is very short staffed and administrators rarely have sufficient time to spend with teachers to develop and mentor them. We anticipate that the EEIP grant will fund supplemental staff who will assist campus leadership in providing mentorship, instructional coaching, direction of collaboration activities, teacher observation, and pedagogical professional development to teachers and administrators. The grant will provide funding for Teacher Facilitators and a Project Coordinator who will make teachers and administrators aware of Teachscape *Advance*, which is the leadership module of the evaluation system. We anticipate that faculty and administrators will use the module to track their skills and progress toward mastery, align teachers' growth areas with career pathways and professional development for long-term success and retention, and prepare teachers for a smooth transition to leadership roles.

As the district grows and plans for replication develop, we anticipate that many of our current faculty and administrators will advance to leadership positions at a new future campus location. Ultimately, our goal is to build teacher leaders who are equipped with high level educational capacity to move into new leadership roles.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101804

Amendment # (for amendments only):

**Statutory Requirement 9:** If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

**Statutory Requirement 10:** If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101804

Amendment # (for amendments only):

**Statutory Requirement 11:** If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

**Statutory Requirement 12:** If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 101804

Amendment # (for amendments only):

**TEA Program Requirement 1:** Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The supplemental staff and activities included in this EEIP application are cost prohibitive for the school district to implement. We serve a severely at-risk student population with many academic gaps and social barriers that impede school attendance and high school graduation. While our mission is to serve the most underserved students, it is very costly to remediate and accelerate them with limited charter school funding.

We carefully manage school funding to maximize student outcomes. Sanchez offers on-site child care to teen parents so that they may graduate from high school. Not only are academic counselors on hand, but social counselors are available for crisis and chemical dependency counseling. A Communities in School social worker is on staff as well. After-school and Saturday tutorials are offered continuously throughout the school year along with credit recovery classes.

Given the population we serve, we are committed to providing the wraparound services our students need and accept the responsibility for seeking supplemental funds for these and many other unfunded school needs. We have been successful in raising funds from corporations and foundations to support components of our programming, yet these provide only a piecemeal, short-term funding solution.

Sanchez has made great strides in the past five years, including increasing student graduation rates by more than 30 percentage points. The Educator Excellence Innovation Program is a logical next step for us to take. The funding opportunity through this grant will allow us to make that next step possible in a comprehensive and evaluative manner.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 101804

Amendment # (for amendments only):

**TEA Program Requirement 2:** Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

April 2014	Launch a recruitment communications campaign. Post and hire Teacher Facilitator, Project Coordinator, Lab Teacher and Teacher Aide district positions.
May 2014	Introduce new district staff to organization's vision and mission
June 2014	Create a teacher induction program. Create a plan to document program systems and data. Create a logistic plan for program implementation.
July 2014	Create a program communications plan. Create an initial teacher professional development plan.
August 2014	Introduce teachers to the induction program. Implement all Teachscape Focus and Learn modules. Incorporate reading across all content areas. ELA teachers hold writing conferences. Differentiate instruction through learning centers. Assess teacher knowledge of ELPS and ESL modifications. Begin Lab rotation schedule with master teachers. Begin College/Career graduation plans. Initiate instructional systems.
September 2014	Inform students of college entrance requirements. Students explore a variety of college/career plans. Identify potential students for Dual Credit Courses. Provide college/industry tours related to student interests. Create individualized teacher professional development plans.
October 2014	Identify teachers in need of coaching.
November 2014	Identify teachers ready for career pathways.
December 2014	Plan career pathways for identified teachers.
January 2015	Implement Teachscape Advance module. Research academic achievement incentive pay plans.
February 2015	Establish district instructional support systems.
March 2015	Summative teacher evaluations.
April 2015	Complete summative teacher evaluations.
May 2015	Evaluate program goals and objectives for program effectiveness.
June 2015	Establish a leadership recognition initiative.
July 2015	Implement all Teachscape modules.
August 2015	Offer career pathways.
September 2015	Create individualized teacher professional development plans.
October 2015	Identify teachers in need of coaching.
November 2015	Identify teachers ready for career pathways.
December 2015	Plan career pathways for identified teachers.
January 2016	Plan for grant sustainability after the grant period.
February 2016	Document all district instructional support best practices.
March 2016	Summative teacher evaluations.
April 2016	Complete summative teacher evaluations.
May 2016	Evaluate program goals and objectives for program effectiveness.
June 2016	Pay out stipends for academic achievement.
June 2016	Determine succession plan for potential campus candidates.
June 2016	Complete grant close out procedures.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101804

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Shared Decision Making Committee, which is comprised of school stakeholders including teachers, counselors, administrators, support staff, parents and community members, has been informed about the EEIP grant opportunity. The committee supports both the decision to participate in the grant program and the goals and activities outlined in this application that ultimately will increase student achievement. The principal and campus administrators understand and support the hiring of new supplemental support staff who will lead professional development and teacher growth. Teachers on campus are eager and open to learning new innovative practices and welcome an induction program opportunity. The district staff welcome the opportunity to build greater leadership capacity and create effective systems. The district and campus employees are ready for the next step in transforming the school for the students in our community.

**TEA Program Requirement 4:** Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, Sanchez Charter School is a single-school district working toward expansion to additional schools in Fall 2015. The school includes Pre-Kindergarten and Grades 6-12. The EEIP will improve educator effectiveness among staff at the existing school and will provide supplemental district support to ensure that the Sanchez model of educator excellence is implemented in all new schools.

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